

Bury Virtual School

COMPLETING A PERSONAL EDUCATION PLAN FOR BURY'S CHILDREN IN CARE

WHAT DO I NEED TO DO BEFORE THE MEETING?

Designated Teachers

- Talk to the child or young person's Social Worker to check the date of the meeting is correct and that parents/carers/supervising social workers/Virtual School have been invited – whilst it is the SW's responsibility to invite parents/carers, it is always worth checking this has happened – Do you know who is coming to the school?
- If the presence of the Virtual School could help the meeting go smoothly or address a key issue, contact the Virtual School Teacher allocated to your school with as much notice of the date and time as possible to secure their support.
- Print a hard copy of the last PEP and ensure there are updates available along with progress/attainment data, attendance and exclusions figures using school based data.
- Ensure you have up to date SEND information regarding level and nature of any support and any additional funding, the date of the annual review for an EHCP and a copy of the EHCP if one is in place.
- Meet with the child or young person to ensure they are aware of the meeting if appropriate, to gather their views and find out how they would like to be involved in the meeting (these elements will depend on the age and needs of each individual child or young person and should be led by these).
- Ensure a suitable meeting space is available to comfortably accommodate all attending.
- Alert school office staff/reception staff to the meeting and those attending. Make arrangements for the young person to be collected as necessary.

Social Workers

- Ensure the date of the meeting is on LCS and invites have been sent to all those suitable and needed to ensure a productive and successful meeting.
- Print a hard copy of the last PEP and take a blank copy to complete at the meeting.
- Speak to the Virtual School Teacher before the meeting about any concerns, issues or questions you may have. If you are aware that the meeting may be difficult and there are specific concerns around the child's education request as far in advance as possible that the Virtual School Teacher attends the meeting with you.
- Make sure that any relevant information is available and can be shared at the meeting.

WHAT DO I NEED TO HAVE READY FOR THE MEETING?

Designated Teachers

- Previous PEP document (if available)
- A copy of any plan or programme supporting the child or young person e.g. IEP, PSP, Learning Passport, Pupil Profile, EHCP.
- Details of how any SEN funding, Provision Map, Higher Needs Funding or other extra financial support is deployed in school and the amounts allocated to this support.
- Details of how the Pupil Premium allocated through the last PEP was spent and the impact of it on progress/achievement – your evidence base (how you know it has made a difference) would be a helpful resource.
- The last reported assessment data and the key provided to parents/carers to help understand this report, current teacher assessed grades/levels/outcomes and end of KS expectations/targets.
- An answer to the question ‘Is this pupil making acceptable/expected progress against their own academic/education targets?’ and a list of the sources of the evidence supporting this view. Remember ***Progress is: Knowing more, remembering more & being able to do more***
- Any record of preparatory meetings with the child or young person to gather their views.
- Access to input from any key members of staff whose view is useful but who cannot attend the meeting in person.

Social Workers

- A copy of the last PEP (especially important if the child or young person has come from another school or setting).
- A blank copy of the PEP to complete during the meeting
- Any views of professionals involved with the child or young person that cannot attend
- Any suggestions, reports or information from the Virtual School

WHAT SHOULD HAPPEN DURING THE MEETING?

- Agree who is going to complete the blank PEP document– will this person be chair? If not who is best placed to fulfil this role? Remember that the PEP is a shared responsibility.
- Briefly review the previous PEP ensuring any inaccuracies are documented and corrected. Complete the document as the meeting unfolds, don't hope to remember points later.

- Read the headings in each section carefully so as to provide the correct information.
- **Leave no box empty** – if not applicable put N/A. This shows the box has not been overlooked.
- Where issues are raised, include details of how they are being addressed in school, what the impact of the issue and the intervention has been.
- Ensure targets are set out so it is clear what must be achieved by the pupil, what adults are going to do to support achievement and what the intended impact on progress or attainment will be.
- Where an academic need has been identified that Pupil Premium funding can address set this out clearly with costings, if this is for a significant amount of money it may be agreed but this should not be assumed. Refer to the Pupil Premium Policy for guidance.
- Remember to focus discussion around deployment of Pupil premium funding on these points: What is the identified need? Is this need impacting on learning, progress and achievement in school?
- Remember the PEP provides a summary of the pupil's education story at this point. It should make sense to someone who doesn't know the pupil, and is not familiar with the educational setting. Avoid using initials alone when allocating adult responsibilities but include the role of the person so their part in the plan is clearer.
- Make sure the document is complete and accurate at the end of the meeting.
- Ensure that progress has been discussed and that the PEP clearly documents whether or not expected progress is being made and the evidence for/against this with clear actions around support for those not. Remember ***Progress is: Knowing more, remembering more & being able to do more***
- Agree the PEP meeting date for next term ensuring that if there is an EHCP annual review due in the term that the 2 are held together

WHAT DO I NEED TO DO AFTER THE MEETING?

Social Workers

- Ensure the completed PEP is uploaded to LCS within 1 week of the meeting. Check that all the correct information is on the document, there are no blanks and that targets are SMART and intended impact is clearly outlined.
- Reassign the PEP to the Virtual School teacher named for the child, they will then review the PEP and ensure that there are no blanks and offer suggestions around any potential amendments.
- Once the PEP has been reviewed on LCS by the Virtual School it will be reassigned back to the Social Worker for final completion on the system and distribution to those who are appropriate, this should be within 2 weeks of the meeting taking place.

- Once the final PEP has been distributed, check the document ensuring everyone who needs to be aware of the content and any specific actions.

Designated Teachers

- Check in with the child/young person to ensure they understood what happened in the meeting and they have no questions, if the child did not attend the meeting make sure you explain the conversations that took place and any actions that are going to be taken.
- Share any pertinent information with staff that are involved in working with the child/young person and it is agreed need to be aware.
- Once the PEP document is distributed, check and ensure that any actions needed by the school are undertaken. If Pupil Premium funding is required, complete the funding request form and submit to CYPICEducation@Bury.gov.uk as soon as possible to ensure that funding can be authorised and released swiftly.

WHAT SHOULD I DO BETWEEN MEETINGS?

Designated Teachers

- Alert the Virtual School if there are issues, concerns, exclusions or reasons to celebrate
- Monitor attendance, progress and achievement, reviewing the PEP and any actions within it to address possible issues or concerns
- Engage with Social Worker and Carer(s) to ensure attendance at parents' evenings and other key events
- Find ways to check in with the pupil to see how things are going
- All the usual things you would do for any pupil at your school who needs a little bit more to get them through.

PEP CHECKLIST

BEFORE	Tick
Check and confirm dates (DT/SW)	
Agree who is coming (SW)	
Check Virtual School aware (SW)	
Meet YP and gather their views (DT)	
Gather all paperwork (DT)	
DURING	
Complete the paperwork (DT/SW)	
Make sure all sections are accurate (DT/SW)	
Leave no blanks (DT/SW)	
Ensure the targets are clear and aimed to increase rates of progress, increase engagement or improve academic outcomes (DT)	
Identify what is needed to achieve targets and utilise Pupil Premium Grant appropriately (DT/SW)	
Ensure the views of the YP are heard throughout (DT/SW)	
AFTER	
Upload to LCS and assign to Virtual School Teacher (SW)	
Ensure actions are completed to timescale agreed (DT/SW)	
If changes occur and the PEP needs to be revised alert Virtual School and call another PEP if needed (DT/SW)	

CONTACTING THE VIRTUAL SCHOOL

Virtual School email: CYPICEducation@Bury.gov.uk

Interim Virtual School Head: p.tinsley@bury.gov.uk

Virtual School Teachers: K.E.Riazi@Bury.gov.uk; S.A.Metcalfe@Bury.gov.uk

Virtual School learning Mentors: D.Vine@Bury.gov.uk; S.Wheelhouse@Bury.gov.uk

Virtual School EWO: M.Sims@Bury.gov.uk